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ABSTRACT

Interest in guidance in the elementary school appears to be growing. Eight exemplary guidance programs were examined in order to identify effective approaches and strategies that could be replicated. A literature review suggested that counselors should spend less time modifying individual student behaviors and more time improving the learning environment. Interview and observation instruments were designed to collect data specifically pertaining to 10 ideal guidance practices identified in the literature review. Results showed that successful guidance programs operated as integral parts of schools' overall educational functions. These exemplary programs also provided a wide range of guidance services to their students, staff, and parents and served as the fulcrum for a variety of human resources for at-risk children and their families. Successful guidance programs were supported by faculties that were responsive and willing to share in the planning and implementation of guidance functions. Successful counselors served more children more effectively through active collaboration with community social service professionals and provided leadership and direction in the operation of school pupil personnel committees. Principals should bring counselors into schoolwide programming and decision-making, and greater initiatives should be exercised in building a strong parent constituency. (ABL)

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STUDY OF EXEMPLARY
GUIDANCE PROGRAMS IN
ELEMENTARY SCHOOLS

OEA Evaluation Report

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Evaluation Section Report
Prudence Opperman, Senior Manager

July, 1988

STUDY OF EXEMPLARY GUIDANCE PROGRAMS IN ELEMENTARY SCHOOLS

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SUMMARY OF THE REPORT

BACKGROUND

In September of 1983, state regulations required every school to have guidance programs for all students. Only in grades seven through twelve, however, were licensed and certified guidance counselors mandated. The absence of a state mandate for elementary school counselors, along with other factors, coincided with a decline in the number of counselors in these schools.

Interest in guidance in the elementary school appears to be growing. Some districts are now giving guidance services high priority and are emphasizing services to early childhood classes and the early identification of children at risk of failure.

In the interest of improving guidance services at the elementary school level, the Office of Student Progress and the Office of Educational Assessment (O.E.A.) agreed to a study of exemplary guidance programs and practices which would identify effective approaches and strategies that could be replicated in other New York City public schools.

This report describes exemplary guidance practices drawn from a review of guidance literature and as observed in eight schools recommended for their effective guidance programs. Six guidance programs in New York City were recommended by various officials in the New York City school system, and two other guidance programs (Newark, N.J.; Syracuse, N.Y.) were recommended by officials in respective state education

departments.

The primary purposes of this report are to provide useful information and offer suggestions to school officials responsible for setting educational policy, and to suggest guidelines for those engaged in the development and implementation of guidance programs.

REVIEW OF LITERATURE

The literature on guidance and counseling emphasizes the need for schools to redesign the current guidance model and to create new counseling strategies. In brief, the literature suggests the following: counselors should spend less time modifying individual student behaviors and more time improving the learning environment for all children; parent education and involvement can have a positive effect on the performance and behavior of children; guidance services should emphasize early intervention and prevention approaches at the early childhood level; the counselor's role as facilitator and change-maker should be expanded; and guidance should be an integral part of the school rather than an adjunct service.

METHODOLOGY

Schools with exemplary guidance programs were chosen after consultations with directors of pupil personnel services in state education departments, the Director of Guidance in the Office of Student Progress, officers of professional guidance and counseling associations, district guidance supervisors, and

directors of district pupil-personnel services. Their recommendations were offered according to their best professional judgment. The final group of schools included a site in Newark, New Jersey, a site in Syracuse, New York, and six sites in four community school districts in New York City.

Interview and observation instruments were designed to collect data specifically pertaining to the ten ideal guidance practices identified in the literature review. O.E.A. evaluators visited the eight sites selected for their exemplary guidance programs and spent between two and three days at each site conducting in-depth interviews with teachers, guidance, counselors, principals, agency workers, supervisors of guidance, and parents. The comments of the interviewed participants were combined with the impressions of the author to provide a picture of exemplary guidance programs.

FINDINGS

Counselor Techniques

A number of guidance techniques were common to exemplary guidance counselors: anticipating the problems of at-risk students, anticipating teachers' requests for help; taking some kind of action to achieve closure and not leave teachers "hanging"; using a variety of guidance approaches; being knowledgeable about and reaching out to the surrounding community agencies; and acting as facilitators (identifying student and teacher problems, assembling the resources, and

coordinating the individual and collective efforts of many people).

Ideal Guidance Practices

Ten ideal guidance practices relevant to contemporary urban needs were chosen from the professional literature and from consultations with guidance experts. Of the ten ideal guidance practices, eight were found to be manifest to a significant degree in schools with exemplary guidance programs. Briefly, those guidance practices emphasized: (1) early identification of children with learning and behavior problems; (2) a variety of counseling modes with the stress on small-group guidance activities for children with unmet social, emotional, and academic needs; (3) involvement of parents as recipients of guidance-related services and as contributors to programs serving children; (4) effective use of counselor time by enlisting the aid of community resource people and using preventive interventions to defuse time-consuming behavior-management problems; (5) maximizing the potential of the Pupil Personnel Committee (P.P.C.) as an effective forum for providing on-site services and facilitating the delivery of services by outside agencies to pupils and families; (6) the counselor acting as a consultant to teachers, administrators, and the staff, emphasizing open communication and sharing; (7) the counselor acting as a facilitator of change that impacts positively on program development and on the performance and

attitudes of staff; and (8) an aggressive pursuit by counselors of services and resources for students and their families through maximum utilization of community resources.

Non-Guidance Factors

The following non-guidance factors appeared to enhance the effectiveness of guidance programs:

- Administration: leadership by principals and their aides validated the importance of guidance, giving it a prominent role in the school's overall educational mission.
- Faculty: cooperative and mutually supportive staff reinforced the goals and philosophy of the school and were involved in the resolution of school-wide problems.
- District: districts provided schools with the human resources needed to target specific problem areas and expanded the pool of community-service providers.
- Community: community agencies were strongly committed to support the schools' efforts in providing alternative services for students with special needs.
- School Climate: there were signs of good school climate, such as graffiti-free buildings, a relaxed and optimistic staff, orderly behavior of pupils, and a friendly and respectful attitude toward pupils.

CONCLUSIONS

The major conclusion to be drawn from this study is that a successful guidance program is one that operates as an integral part of a school's overall educational function. In addition, exemplary guidance programs provide a wide range of guidance services to their students, staff, and parents and serve as the fulcrum for a variety of human resources for at-risk children

and their families. Successful guidance programs are supported by faculties that are responsive and willing to share in the planning and implementation of guidance functions. Successful counselors serve more children more effectively through active collaboration with community social-service professionals and provide leadership and direction in the operation of school P.P.C.'s.

RECOMMENDATIONS

Study of exemplary guidance practices suggests that a program is more successful when first priority is given to well designed small-group guidance experiences. In addition, counselors should emphasize their roles as consultant to and collaborator with classroom teachers, administrators, and other school staff, and should make increased use of carefully trained and closely supervised volunteers and social service workers. To support the guidance programs, schools should employ a systematic approach to the early identification of learning problems.

Principals should bring the counselor into their "inner cabinet" where counselors can share in schoolwide programming and decision-making, and greater initiatives should be exercised in building a strong parent constituency.

Finally, the counselors themselves stressed the need for assignment of at least one full-time counselor at every elementary school and the wisdom of providing administrative

assistance to counselors to enable them to spend more time on professional functions.

ACKNOWLEDGEMENTS

This report reflects the contribution of many people. Milton Chaikin designed and coordinated the study; David Miller assisted in the site visits and shared in the writing of the report. Thanks are due to various individuals involved in the organization and administration of the guidance programs participating in this study, especially the counselors in Districts 1, 8, 15, and 16 in New York City, the guidance counselor in Newark, New Jersey and the social worker in Syracuse, New York. In addition, others whose cooperation and ideas were essential in conducting this study include principals, teachers, parents, agency workers, supervisors of guidance, and directors of pupil personnel services in the participating districts. Elias Rosario was primarily responsible for typing the report.

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I. INTRODUCTION

BACKGROUND

In an effort to improve the quality of guidance programs throughout the state, the New York State Board of Regents in 1982 adopted an amendment to Section 100.1 of the Regulations of the Commissioner to assure uniform standards for guidance programs. Beginning in September, 1983, state regulations required each school to have a guidance program for all students. Only in grades seven through twelve, however, were licensed or certified guidance counselors mandated. The absence of a state mandate for elementary school counselors, along with other factors (e.g., budgetary constraints, district priorities), coincided with a decline in the number of counselors in these schools. Some districts have virtually eliminated counselors from their schools; other districts, however, have adopted guidance as an educational priority, budgeting counselors for every elementary school in their district. The wide disparity in the student-counselor ratios among the 32 school districts is a reflection of the current condition. (See Appendix.)

Although no state or national guidelines specify an appropriate student-counselor ratio or caseload formula, professional guidance and counseling associations generally speak about a 250-to-1 student-staff ratio as the ideal. In contrast, the number of counselors relative to the number of students is indeed low in New York City. In 1986-87, New York

City had a total of 323 counselors providing services to 464,056 elementary students, an average ratio of one counselor for every 1,437 students.

Some districts were able to introduce guidance counselors into schools through such programs as Program Alternatives to Special Education (PASE) and the Attendance Improvement/Dropout Prevention (A.I.D.P.) Program. These programs, however, were intended for and limited to selected program participants. Still, interest in guidance in the elementary school appears to be growing. Some districts are now giving guidance services high priority at the elementary school level and are emphasizing early identification of children at risk of failure, as well as programmatic and educational interventions to prevent the development of learning problems.

In the interest of improving guidance services in the elementary schools, the Office of Student Progress (O.S.P) and Office of Educational Assessment (O.E.A.) agreed to this study of exemplary guidance programs and practices which would identify effective approaches and strategies that could be replicated in other (similar) schools.

SCOPE OF THE REPORT

This report describes exemplary guidance practices drawn from a review of guidance literature and as observed in eight elementary schools recommended for their effective guidance programs. Six guidance programs in New York City were

recommended by officials within the New York City School system, and two other guidance programs outside New York City were recommended by their respective state education departments.

The purpose of the report is to provide useful information and offer suggestions to community school district personnel who determine policy, and school principals and guidance counselors who are responsible for the development and implementation of guidance programs. The report focuses on the following questions:

- What does the current literature say about guidance services and practices in terms of responding to the needs of children and their families under present-day conditions in urban America?
- What are the counselor techniques and program practices in exemplary guidance programs?
- How do the exemplary guidance programs compare to the exemplary practices described in the guidance literature?
- What factors in elementary schools appear to contribute to successful guidance programs?

This report is a departure from the usual evaluation produced by the O.E.A., both in design and in methodology. It employs a journalistic approach, and reflects local judgments of excellence as well as the impressions and judgments of the author. We cannot, as a result, make firm conclusions that the sampled sites are either excellent or representative; we can say that knowledgeable people believe these to be excellent programs. The reader must determine whether the judgments made appear reasonable and replicable.

Chapter II presents a review of the guidance literature; Chapter III describes the methodology used to identify exemplary guidance programs, develop data collection instruments, and conduct site visits. Chapter IV describes the counselors' techniques and program practices at exemplary sites and examines these programs in relation to a set of "ideal" guidance practices drawn from the guidance literature. It also includes a summary of the non-guidance factors that contribute to exemplary guidance programs. Chapter V presents our major conclusions and offers recommendations for augmenting and improving elementary school guidance programs.

II. REVIEW OF LITERATURE

An examination of the literature finds a great deal of ferment in the counseling profession. With the ratio of students to counselors likely to remain high, counselors are faced with the challenging dilemma of how to make their workload more reasonable while also improving services to children. Recent statements by school officials reveal an urgency in mobilizing the resources needed to combat and overcome the forces that prevent children from learning. They include:

- A recommendation by the New York City Council of Supervisors and Administrators (CSA) for at least one guidance counselor in every elementary school, along with an increase in the number of supervisors of guidance.*
- A call to upgrade mental health services to children by a number of national studies and commissions, emphasizing services before a child develops a diagnosable disorder.**
- A recommendation by the Parent Education Association (P.E.A.) for increased on-site support services in collaboration with community agencies to provide an array of social services.***

In 1986, a study by the Commission on Precollege Guidance and Counseling found an increasing number of professionals calling for counselors and counseling organizations to "redesign

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*CSA Newsletter, Vol. 20, No. 11.

**Take a Giant Step, Final Report of the Early Childhood Education Commission, 1986.

***Telephone Communication with Eileen Foley, Director of Research, PEA, 1986.

the model" and "create a new strategy for counseling." The Commission found that there is a need for:

- o reexamination of the process of counseling to determine what best serves the purposes of children and the school,
- o innovative approaches through increased involvement with community service agencies,
- o school systems to maintain or enrich counseling services by relying more on paraprofessionals and asking teachers to share guidance tasks, and
- o others (such as trained paraprofessionals) to handle more of the administrative functions of guidance, giving counselor an opportunity to move to the center of the education process.

Parent Involvement. The literature on guidance stresses the role of the counselor in developing parent education programs. This is supported by some of the studies that cite the strong short-term effects on children (Andrews, et al, 1982: Slaughter, 1983, Gray and Ruttle, 1980). Such program have been found to increase children's school performance (Cochran and Henderson, 1985). It was also shown that for low income populations the length of parent participation and magnitude of effects on the child are strongly related (Levenstein, O'Hara and Madden, 1983). In addition, there are indications that children of parents involved in long-term parent education programs are less likely to be enrolled in special education classes (Jester and Gurbaugh, 1983) or to exhibit negative behavior (Johnson and Breckenridge, 1982).

Early Intervention. Other research studies emphasize the importance of early intervention and the focus of guidance on the early childhood level (Center for Governmental Research, 1986; Early Childhood Education Commission, 1986; Ferris, 1987). These studies suggest that early patterns of high absenteeism often indicate the presence of family problems which can result in poor academic performance if allowed to persist; they point to the need for early intervention by guidance counselors and other school and community resource personnel. Some reports discuss imaginative strategies to be used in early childhood classes to help pupils under stress (Ferris, 1987).

Role of the Counselor. Addressing the role of the counselor, the ASCA Committee on Elementary School Counselors reiterates what much of the current literature says on the subject; namely, that counselors should:

- perform consultative functions with parents and with other school and community personnel,
- perform a coordinating function to integrate the resources of the school and community, and
- see themselves and the school as an integral part of a total community effort.

Some of the literature advocates an even broader function for the counselor, indicating that changes will be brought about when counselors move out of their buildings and concentrate on establishing a relationship with a much broader spectrum of the community than hitherto (Lovett, 1975; Ferris, 1987). This concept is expanded by Tyler, Pargament, and Gatz (1983) who see

the counselor as a member of, not a consultant to, a team of professionals who accept responsibility for improving educational performance. What is new in this view is an explicit shift in the counselor's efforts toward working with teachers, not to modify individual student behavior but to create better learning environments for all children.

Amelia Ashe (1986) sums up a number of role-related issues prevalent in much of the literature on contemporary guidance models. In "The Counselor as A Change Agent," she proposes that:

- teacher-counselor interactions be based on principles of collaboration rather than exchange,
- the role of counselors as maximizers, advocates, facilitators, and encouragers be expanded,
- counselors make a demonstrable effort to resolve the problem of low academic performance,
- counselors take more initiative in identifying needs and developing programs to meet those needs,
- counselors be facilitators and trainers for much of the work week - helping everybody in the school to do their own problem-solving and their own guidance,
- guidance focus on developmental and preventive approaches rather than remediation, and
- counseling be an integral part of the school program rather than an adjunct service.

III. METHODOLOGY

SELECTION OF SCHOOLS

To identify schools with exemplary guidance programs, a number of sources were contacted including directors of pupil personnel services in state education departments, the Director of Guidance in the Office of Student Progress, officers (past and present) of professional guidance and counseling associations (city and state), members of parent advocacy organizations, district guidance supervisors and directors of pupil personnel services. They were asked to recommend guidance programs they considered exemplary which existed in schools serving poor and minority students in an inner city setting and which provided guidance services to their early childhood classes. In the guidance programs considered exemplary, respondents identified features that were similar to those described in the literature review; namely, that these programs (1) stress early identification of at-risk students, (2) utilize a multi-faceted approach, (3) emphasize parent involvement, and (4) make judicious use of community resources. The final group of programs included a school in Newark, N.J., a school in Syracuse, N.Y., and six schools in four community school districts in New York City.

DATA COLLECTION INSTRUMENTS

After surveying the professional literature and speaking with guidance experts, ten ideal guidance practices relevant to

contemporary urban needs were identified and used as the basis for structuring the interview and observation instruments. They are:

1. Guidance in the elementary school stresses early identification of learning barriers and provides appropriate strategies to negate or minimize these barriers.

2. The guidance program includes individual counseling, small group guidance, and whole class guidance lessons in which pupils explore and share their individual and collective concerns.

3. Involvement of parents is considered to be an essential ingredient of a successful guidance program.

4. Counselor time is wisely utilized in relation to the activities that contribute most to the achievement of the counselor's objectives.

5. A building guidance committee (pupil personnel team) enhances the development and implementation of the guidance program.

6. The counselor functions as a consultant in a role that offers unmistakable direct benefits to administrators, teachers, other school personnel and, indirectly, to children.

7. A successful guidance program often reflects the counselor's ability to intervene as a facilitator of change, thus creating conditions which enhance the growth of children.

8. An essential role of the guidance counselor is to establish an effective relationship with community-based agencies and organizations that provide a variety of programs and services to individual pupils and their families.

9. The school's guidance goals are clearly defined and are communicated to all members of the staff.

10. Well designed evaluations are conducted to demonstrate the effectiveness of guidance in the school.

SITE VISITS

O.E.A. evaluators then visited the eight sites selected for their exemplary guidance programs and spent between two and three days at each site conducting in-depth interviews and observing a variety of guidance related activities. In all, eight principals, nine counselors, one social worker, 21 teachers, 14 parents, five agency workers, one school nurse, two social work assistants, one attendance specialist, two supervisors of guidance, and two directors of pupil personnel services contributed their knowledge and perceptions to this report.

In addition, the following activities were observed: small group counseling sessions; class guidance lessons; parent workshops; pupil personnel team meetings; counselor consultations with teachers, school staff, administrators, parents, and community workers; and conferences with volunteer tutors (university students, parents, and grandparents).

Finally, the comments of the interviewed participants were combined with the impressions of the author to provide a picture of exemplary programs.

IV. FINDINGS

The purpose of this study was to identify and describe exemplary elementary school guidance programs. Toward this end, O.E.A. evaluators examined three aspects of guidance: (1) counselor techniques and program practices, (2) how the guidance program compared to the practices (ideal) described in the guidance literature, and (3) the non-guidance factors that contributed to exemplary guidance programs.

COUNSELOR TECHNIQUES

A composite picture of the exemplary guidance techniques was drawn from the comments of professionals interviewed at the eight exemplary sites.

While it was apparent that personality and style were often unique to the individual counselor, there were a number of techniques that were characteristic of the counselors:

- They are supportive to all teachers. Guidance is available to everybody, and staff doesn't hesitate to seek out the counselors at any time of the day.
- They get around to all corners of the school, making themselves very visible and available to staff and parents. The least likely place to find the counselor is in the guidance office.
- They don't wait for teachers to initiate requests for help. Counselors know their at-risk pupils and anticipate their problems. Teachers feel reassured that counselors are aware and concerned about their children.
- They approach teachers in a non-threatening way, empathizing with them as peers and avoiding being perceived as an "expert" or supervisor.

- They always take some kind of action and achieve closure on their cases, never leaving a teacher or parent "hanging," even if the action is only a short note assuring a further response.

- They are willing to experiment and to use a variety of guidance approaches (e.g., using parents as counselors, or employing visualization and relaxation techniques).

- They often manage to avoid the red tape that can interfere with the job of helping children.

- They and the teachers have mutual respect for each other as human beings and professionals, a condition that fosters open communication and a sharing relationship.

- They are knowledgeable about the surrounding community, reaching out to agencies and organizations, and inviting these agencies to share the responsibility for helping children.

- They act as facilitators, identifying and defining the needs and problems, assembling the resources, and coordinating the individual and collective efforts of many people to get the job done.

IDEAL GUIDANCE PRACTICES

Of the ten ideal guidance practices, eight were found to be manifest to a significant degree in exemplary guidance programs. Two practices were not found to be characteristic of the eight schools studied:

- the school's guidance goals are clearly defined and are communicated to all members of the staff;

- well designed evaluations are conducted to demonstrate the effectiveness of guidance in the school.

In only one school, for example, was the staff involved in the development of formal goals for guidance, and although all schools provided numerous anecdotal accounts and records of

guidance services and activities, there was no way to adequately evaluate the overall impact of guidance on pupils' behavior, attendance, and academic performance. Therefore, the description of exemplary guidance programs in this report focuses on the implementation of the eight guidance practices that were strongly in evidence.

The "Ideal" Guidance Practices as Manifested in Schools with Exemplary Guidance Programs

The findings of the site visits to schools with exemplary guidance programs are organized in terms of the eight "ideal" guidance practices and are described in detail below, beginning with early identification and intervention.

1. Early Identification and Intervention

Identification. Early identification of children with learning and behavior problems was emphasized in all of the exemplary guidance programs visited by O.E.A. evaluators. Principals, counselors, and teachers of early childhood classes were in agreement that the kindergarten/first grade experience represents a critical stage in a child's education and may be the most opportune time for schools to identify emerging learning problems. This attitude was expressed often in interviews at exemplary sites.

New York State Law, Chapter 53, 1980, mandates the screening of all new entrants to the public schools for the purpose of identifying children who are either educationally

handicapped or gifted. The importance attached to the early identification of learning barriers by schools with exemplary guidance programs is best illustrated by the strategies used to supplement the Chapter 53 screening process. They included the following:

- Early childhood teachers were instructed to identify children who deviated from development norms, displayed atypical behaviors, showed slow academic growth, or reported physical complaints. At one site children with learning problems were flagged in kindergarten and followed through first and second grades by the school social worker. At a few schools, first graders who showed adjustment problems and/or functioned below expectations were referred to the school's pupil personnel team for evaluation. First-grade teachers at another school met with the principal or counselor to discuss the results of testing in order to decide on curriculum and program modifications for individual children.

- At a few sites the process of early identification was indeed early. On the first day of school, one school held a workshop for parents of recently admitted children of school at which parents met a caring and understanding staff. (Parents told evaluators that the counselor made them feel welcome). At another site, the early identification process was discussed by the principal and counselor at the first two faculty meetings and reinforced at follow-up grade conferences led by the counselor.

- At one school, the principal screened report cards in the early grades after the first marking period and then arranged for parent-counselor conferences for pupils making less than satisfactory progress.

- At all sites, counselors examined pupil's records to identify specific educational needs of new entrants. The social worker at the Syracuse school went one step further by soliciting reports from pre-school programs to identify children needing special school and community services before their admission to kindergarten classes. At another school where language development was stressed, the early identification of children with language deficits was given high priority.

Counselors in exemplary programs played an important role in the early identification process. They either assisted with or were directly responsible for Chapter 53 implementation. They made frequent visits to classrooms to observe pupils' behavior and performance, consulted with teachers to interpret Chapter 53 findings, and collaborated with the principal and support staff in developing educational plans for individual children.

Minimizing Learning Barriers. Though their strategies varied, schools with exemplary guidance programs all made determined and organized efforts to support children's learning. Some schools with large Hispanic populations, for instance, initiated bilingual early childhood classes and E.S.L. programs for pupils and parents. A few schools grouped their classes homogeneously for reading and mathematics, matching children to the most appropriate academic programs. One school created a special curriculum for developmentally delayed first and second graders. Other schools reduced class registers for low-functioning classes. Still another school assigned pupils in grades one and two to more than one teacher to match children's academic skills with available programs.

Five of the New York City schools assigned their at-risk pupils to alternative programs and services such as PASE and the Expanded Resource Room. Other programs, many of which had a preventive component, included screening for hearing and vision defects, in-service training for early childhood teachers,

parent workshops on child development, intervention with families where home conditions were negatively affecting children's mental and emotional health, after-school social/recreation programs in cooperation with community agencies, volunteer tutoring by parents and grandparents, and counseling for children with school adjustment and home-school separation difficulties.

2. Employment of a Variety of Counseling Modes

A combination of individual, small-group, and whole-class guidance activities were conducted at each of the exemplary schools. Guidance and counseling services for at-risk populations as well as preventive guidance programs were observed.

The Individual Mode. Individual counseling activities were emphasized in seven of the eight exemplary programs. (At the eighth site the decision to favor small-group guidance was influenced by the large special-education population receiving mandated guidance services.) The number of pupils receiving individual counseling (ten to 50 pupils) as well as the duration (15 to 45 minutes) and frequency (twice a month to three times a week) of counseling sessions varied considerably among schools. The nature and extent of individual pupils' needs and the scope of the overall guidance program limited the number of children receiving individual counseling.

Selection of pupils for individual counseling was primarily based on the counselor's and teacher's expectations that

children would benefit from short-term intervention of several weeks to several months. Individual-counseling interventions addressed a variety of pupil needs of which the following were most typical: coping with difficult interpersonal relationships, appropriate expression of emotions, emphasizing positive classroom behaviors, overcoming fears of separation from parents, accepting responsibility for one's own behavior, and building self-esteem. Pupils with deep seated intra-physic problems or from homes with severe family problems were usually referred to other on-site programs and services or to outside agencies providing appropriate psychological, social-welfare, and medical services.

Particularly noteworthy individual-counseling practices observed at exemplary sites included the following:

- One counselor substituted individual counseling for morning line-up and assembly programs for newly admitted children experiencing difficulties separating from their parents. During this sensitive adjustment period, the counselor, with help from school aides and parent volunteers, gave these pupils needed emotional support.

- Children involved in traumatic crisis situations (i.e., death of a loved one, desertion or abuse by a parent) were offered individual counseling as part of the school's "Adopt a Kid" project in which on-site counseling was provided by professionally supervised university interns.

- The "Partners in School" program at one school provided pupils with one-on-one relationships with adult volunteers. These adults were screened, trained, and supervised by a community-agency social worker. This program, which was an outgrowth of the school's "Grandmothers Club," provided such activities as sharing milk and cookies, playing table games, story telling, and arts and crafts.

- Parent volunteers tutored low-achieving pupils in basic skill areas at one exemplary site. The development of a positive self-image was an important corollary to academic remediation in this setting. Originated and developed by the counselor, this program was carried out by a corps of parents and coordinated by a retired teacher.

- In response to the growing number of students in temporary housing at one school, the counselor provided opportunities for pupils to express and understand their feelings of anger, confusion, and fear in individual counseling sessions.

Instances of such sensitivity to serious individual, family, and societal problems appeared to permeate the individual guidance activities at every exemplary site.

The Small Group Mode. In most exemplary programs, small-group guidance activities emphasized positive pupil interaction and group cohesiveness. At several sites, small-group activities reinforced humanistic education activities carried out by cooperating classroom teachers. Small-group guidance sessions also were an effective setting in which to teach children how to make choices and to participate in the decision-making process.

Pupils were generally scheduled for forty- to forty-five minute group guidance sessions, once or twice a week. At three exemplary sites, small-group activities were conducted by closely supervised university interns, educational assistants, or other support staff.

Criteria used for pupil participation in small groups included ability to profit from the group activity as well as

the specific characteristic(s) of the group (e.g., socially immature, poor attendance, foster children, abused children). One counselor moved immature pupils from individual counseling to group guidance as soon as they displayed sufficient social maturity.

Specific group-guidance activities carried out at exemplary sites included the following:

- At one site, the counselor established a positive and supportive relationship with a group of girls who had been abandoned by their mothers. Another group, from homes with seriously ill relatives, was able to verbalize and work through their feelings.
- Stress reduction and relaxation exercises employed by one counselor in play situations were particularly effective with early childhood pupils who were having difficulty communicating their needs.
- At one school, some groups participated in club activities in which they talked about feelings toward parents and siblings. Photographs of the club members brightened up the guidance office at this site.
- During some group guidance sessions, young girls donned costumes of their choice from a large box of adult clothing to engage in role-playing activities.
- Small-group sessions for early-grade pupils at one school dealt with building inner strengths to resist the appeal of drugs. The purpose of these sessions was to teach children how and when to say, "NO!'
- As part of a district-funded project, a team of educational assistants tutored small groups of pupils in basic academic skills and enriched these experiences with "tender, loving care."

The Whole Class Mode. At the exemplary sites, whole-class guidance lessons were usually the province of the classroom teacher (consistent with the ideal that guidance is a shared

responsibility) and included such topics as substance abuse, stress and relaxation, career awareness, interpersonal relationships, divorce, and child abuse. The counselor served as a resource person to teachers, compiling, developing, and disseminating guidance-related curriculum material to stimulate and support such activities. At three of the exemplary sites, counselors demonstrated class guidance lessons. In addition to modeling the integration of guidance into the curriculum, the counselors provided a variety of resource materials and suggested humanistic teaching strategies.

3. Parent Involvement

A high degree of parent involvement characterized the majority of exemplary guidance programs. In five of the schools, the high level of parental involvement suggested that these schools focused a great deal of their energies and resources on promoting parent participation. Of the eight exemplary schools, six showed evidence of reciprocal service; that is, parents serving the school and the school serving parents, with both enjoying the accrued benefits of mutually shared interests and concerns.

An opinion shared by most administrators and counselors interviewed at exemplary sites was that the home-school link is crucial to the process of education. The teachers generally supported this point of view and accepted responsibility for developing positive relationships with parents. It was evident

at most exemplary sites that parents were always welcome.

On-Site Parent Activities

At one school in Brooklyn, the parents demonstrated their concern for guidance by persuading their local school board not to remove the second (part-time) counseling position. At this site, with strong support from the administration, the counselor conducted frequent parent workshops on timely and relevant educational topics. The counselor tapped a variety of human resources such as the talented and community-minded senior citizens who conducted cultural and career workshops for children in the areas of art, music, poetry, and government.

At a Bronx school, the Parent Teachers Association (P.T.A.) protested in behalf of the counselor when it was learned that the district was about to cut his assignment from three days to two. Other parent contributions in this school included helping the Goals Committee develop an attendance plan; participating in the after-school tutorial program; supporting the school's drug prevention program with fund-raising activities; serving on the lunch, custodial, and volunteer committees; and raising issues with the principal about improving and expanding guidance and health services.

At a second Brooklyn school a substantial number of parents attended P.T.A. meetings and were involved in fund raising. Many parents volunteered to serve as class parents and assisted with after-school pre-kindergarten and kindergarten groups. In

addition, parents actively participated in a volunteer tutorial program for children in the early grades.

At a third Brooklyn school, teachers were encouraged as a matter of school policy to work cooperatively with parents on improving homework, study skills, and behavior. Parents were invited to monthly grade-assembly programs, viewed and discussed videotapes ("It's OK to say No."), participated in workshops every six weeks, and in attended joint guidance/Department of Mental Health teas that were held four times a year.

The social worker at the Syracuse school created an effective partnership with community service agencies; it was primarily through this consortium that children and their impoverished families were served. At this school, the energies of the social-work staff were focused on families, leaving little time for organized parent education and involvement of the kind noted at other exemplary sites.

A large segment of the pupil population attending the Newark school came from a community of Portuguese immigrants; here, working families had yet to become involved in the school. Factors that reduced the level of parent involvement were inability to communicate in English, a belief that school is the domain of professionals, and a perception that their children's needs could be met by the community's close-knit, extended families.

Stimulating Parent Participation

The following approaches were observed and reported to be effective in stimulating parent participation:

- To insure maximum participation of working parents, the same meetings were scheduled twice--once during school hours and again in the evening.
- An open-door policy was maintained that allowed parents easy access to the people with answers to their questions.
- Brief, clear, and friendly letters from the principal, counselor, and P.T.A. conveyed the message that the school wanted parents to come and participate in interesting and relevant activities.
- A monthly P.T.A. newsletter, in which the counselor wrote a regular column, informed parents about upcoming events and offered suggestions and ideas they could use to help their child at home.
- Parents participated on planning and advisory committees that dealt with report cards, parent education, orientation of new parents, parent volunteers, curriculum, and child development.
- Counselors consulted with P.T.A. executive boards in developing needs assessments, designing plans for parent meetings and workshops, etc.
- Bilingual staff was assigned to help counselors communicate with non-English speaking parents.
- A corps of parent volunteers was enlisted to telephone other parents about upcoming workshops and special events.

Involving Parents as Recipients of Services

Some strategies that appeared to be effective in involving parents as recipients of services included the following:

- Principals who were familiar with the histories of children and their home situations were actively involved in outreach efforts.

- Counselors reached parents when and where they were available: at home or work, before school, after school, and weekends.

- In-service training for teachers in communicating and dealing with parents was provided by counselors and principals.

- Parent workshops focused on information that parents needed to understand school policies and practices and that supported the efforts of parents to help their children succeed (e.g., doing homework, coping with stress of test-taking, etc.).

- Various members of the pupil-personnel teams made home visits.

- Parents were offered alternative times and dates for parent conferences and consultations.

- Counselors arranged joint consultations with classroom teachers, parents, and other support staff.

- Parents were referred to agencies with outreach programs that vigorously pursued home contacts and shared information with schools.

4. Effective Use of Time

The management of time appeared to be both a problem and challenge to school counselors. Although O.E.A. evaluators saw no particular organization or pattern of operation that would suggest a model for other counselors, exemplary counselors were able (to a surprising degree) to respond to the multiple and seemingly endless demands on their time. Some of the more interesting approaches and strategies used were as follows:

- Counselors usually reserved a segment of their daily calendar for unscheduled/unexpected events (e.g., eviction of a family, newly admitted hotel child, family separation/divorce).

- At the two schools where counselors provided mandated guidance services for PACE and special education students, blocks of time were reserved for discretionary use; e.g., an open house meeting for

community mental health workers, or a birthday party for a pupil whose mother was suddenly hospitalized.

- In addition to individual counseling and small-group guidance, counselors always made room for other essential guidance functions: e.g., consultations with teachers, parents, and administrators; communication with community agency workers; in-service training of teachers; facilitator of pupil personnel committee meetings.

- Counselors at every site manipulated their own schedules to conform to the constraints of others with whom they needed to interact: e.g., consultations with teachers during their lunch break, preparation time, and before their first class session; parent workshops in the morning and repeated in the evening for working parents.

- All counselors adjusted their schedules to become involved in the planning and participation aspects of special events; e.g., Career Awareness Day, Puerto Rican Day, and Martin Luther King Day.

- Five counselors enlisted assistants such as parent volunteers, community agency workers, university interns, and paraprofessionals to provide a variety of supportive experiences for children.

- The amount of time often consumed by counselors in the referral process and the consequent teacher/parent meetings was reduced by responding to early signs of difficulty and by providing interventions that brought teachers, students, and their families into the guidance process before serious learning and behavior problems became manifest.

- All counselors prevented the accumulation of unfinished business by acting promptly on requests for assistance and always providing timely follow-up.

- Counselors' case loads were reduced by limiting individual counseling to short-term interventions (one to three months duration) and emphasizing small group guidance. Children needing long-term counseling were usually referred to the on-site school based support team (S.B.S.T.) psychologist, the E.R.S.S. social worker, or to an appropriate community agency.

- Counselors made an effort to keep their consultations with school and agency staff brief and to the point.

5. Leading the Pupil Personnel Committee

Notwithstanding the variations in structure and operational style of pupil personnel committees (school guidance teams) at exemplary sites, there was a strong consensus among participating staff and O.E.A. observers that the pupil personnel committee (P.P.C.) was effective in helping children and their families. The committees convened regularly, at least once a month. The counselor invariably adopted a leadership role and was usually designated as the chairperson.

The P.P.C. as an Integral Part of the School. School staff found P.P.C.'s to be effective providers of appropriate and timely services to children and their families. Staff of the school gave examples of ways that committees enhanced guidance functions at the schools.

- Teachers reported that they were better informed about their pupils' needs through open communication with their P.P.C.; this helped them to more clearly define pupils' problems and objectives.

- The principal or designated assistant principal served as a regular P.P.C. member at five of the eight exemplary sites while, at the other three sites, principals placed such importance on P.P.C. proceedings that they insisted upon being kept abreast of all team activities by the counselor.

- The P.P.C. function was considered so productive as to warrant (in addition to the counselor and administrator) the inclusion of the S.B.S.T. representative, resource room teacher, Department of Mental Health (D.M.H.) representative, PACE personnel, and school nurse. When germane to the individual case, classroom teachers, speech therapists, drug counselors, attendance people, and community agency workers also participated in P.P.C. meetings.

- At one exemplary site, the P.T.A. executive board contributed suggestions on timely and pressing topics for the P.P.C. to include in their conferences; e.g., asthma among young pupils, and community recreational resources.

- One principal expressed the belief that the P.P.C. "ties together all aspects of (school) programs that deal with students' needs and cuts down on the amount of time spent in reaching decisions about a child."

The P.P.C.'s at exemplary sites appear to fulfill two related functions: assessing and making decisions about programs and services needed for individual children, and providing direct services or facilitating the delivery of service by others.

The Pupil Personnel Committee as an Assessment Forum. The P.P.C. was an efficient mechanism for pooling, analyzing, and sharing information about children. At exemplary sites, the committee performed the following functions:

- collected and reviewed pupil attendance data to identify children with attendance patterns that might respond to such preventive interventions as home visits and short-term counseling;

- studied data about pupils' classroom performance, test scores, and behavior, with an eye to more appropriate grouping and class placement;

- researched and documented cases of child abuse before submitting an action plan to the principal;

- monitored the progress of pupils served by E.R.S.S. and on-site D.M.H. staff to determine the appropriateness and effectiveness of these services; and

- conducted pupil assessments and shared the data and recommendations with teachers, individually and at grade conferences.

The Pupil Personnel Committee as a Provider of Services. As a direct-service provider and facilitator of services, the P.P.C. was lauded for identifying at-risk students and activating appropriate and available school and community resources. The counselor, often described as the key player in the group, orchestrated the individual and combined skills and talents of the committee. Ultimately, each participant took responsibility for carrying out some aspect of the decision-making process and action plan. At one typical P.P.C. meeting, the community outreach worker agreed to make a home visit to encourage parent participation, the E.R.S.S. social worker was to schedule an appointment for family counseling, and the counselor was to make arrangements for the pupil to receive tutoring in reading.

In the opinion of the principals, counselors, support staff, and community workers, the P.P.C. provided additional benefits:

- o teachers were more confident in making S.B.S.T. referrals as a result of P.P.C. judgments and actions.
- o Staff members such as the educational evaluator, school psychologist, and speech therapist were able to step out of their customary roles to see children and their problems from a more holistic perspective.

6. The Counselor as a Consultant

The perception of guidance as a positive and successful service was shaped by the consultative function of the counselor at exemplary schools, where the partnership concept was widely applied. The counselor's consultative role was central to the

ongoing dialogue with teachers, administrators, and other staff, through which they shared a variety of mutual interests and strategies. O.E.A. evaluators examined the counselor's role as a consultant to determine how and to what extent principals, teachers, and other staff benefited from this function.

Consultant to Principal

The counselor's role as consultant to the principal was a mutually beneficial one. This relationship existed at all exemplary sites, as indicated by the following examples:

- counselors advised principals and shared in the decision-making process regarding the planning and implementation of policies and practices affecting class organization, grade articulation procedures, bilingual education, parent education, and staff development;
- counselors provided principals who were involved in abuse cases with insights into family dynamics;
- counselors' participation in principal-parent conferences helped convince parents of the efficacy of suggested educational plans;
- principals' knowledge of available neighborhood mental health, medical, social, and recreational resources was broadened through consultative meetings with counselors;
- counselors alerted principals about teachers with unmet needs who required supervisory or administrative intervention; e.g., assigning paraprofessional to work with specific pupils, and providing assistance with classroom management;
- the principal at one school consulted regularly with the counselor on such matters as staff sensitivity to pupil problems and interpersonal relationships between teachers and parents;
- one counselor helped his principal develop a computerized pupil information system that provided

easy access to a variety of pupil data;

- o principals were kept abreast and advised of pupil and family status by the counselor in connection with P.P.C. deliberations and plans.

Consultant to Teachers

Comments by principals and teachers indicated that their consultations with counselors assisted them by clarifying their expectations of pupil behavior, and suggesting teaching strategies to deal with classroom behavior-management difficulties. Counselor-teacher consultations also improved teachers' ability to record and analyze pupil behaviors, establish better teacher-parent relationships, and increase teachers' knowledge and insights about child development, motivation, and interpersonal relationships.

Counselors helped reduce teacher stress by obtaining guidance-related instructional materials for teachers' use, developing stress reduction and coping strategies with teachers, and helping teachers to improve their professional skills through the process of self assessment. Counselors involved teachers in the decision-making process by assessing the suitability of referrals at pre-referral teacher consultations, providing opportunities for teachers to have input in planning school-wide programs such as substance abuse prevention and attendance improvement, and keeping teachers informed about the status of pupils receiving counseling and other school and community services.

Consultant to Non-Teaching Staff

Non-teaching staff members at exemplary sites (such as the S.B.S.T., the school nurse, or E.R.S.S. social worker) believed that significant benefits accrued from consultations with counselors. These staff members reported that teachers gained sensitivity to and tolerance for pupils and parents of different cultural and ethnic backgrounds. They also said that new parent-education programs dealing with stress, parenting skills, and children's feelings grew out of counselor-social worker consultations; they also indicated that parental cooperation (such as keeping appointments and following through on suggestions) was facilitated by counselor-staff consultations. These support staff also reported that they and the counselors were better equipped to serve pupils and their families after consulting with other staff (i.e., the remedial reading teacher, psychologist, principal), about specific problems. In addition, support staff felt more confident about making educational planning decisions, gained another perspective in working with children and their families, and were better able to identify the causes of learning problems expressed in pupils' behavior and school work.

7. The Counselor as a Facilitator of Change.

Staff at exemplary schools reported that they viewed the counselor as an agent of positive change. It was clear that the multi-dimensional role of the counselor, as advisor and consultant to key members of the school and community, impacted

on the opportunities and programs for children and on the performance and attitudes of staff.

Some specific examples of what counselors did as change agents and the conditions under which the changes took place include the following:

- o counselors assumed a leadership role on the school's P.P.C.'s, as suggested by district guidance supervisors and supported by the school administrators;
- o counselors at three sites helped to shape staff attitudes and practices by conducting staff development conferences and workshops;
- o counselors took advantage of environments that were receptive to change and conducive to experimentation by proposing ideas and taking initiatives;
- o through active teacher participation, counselors improved the kindergarten-first grade articulation process and initiated motivational programs such as "Awareness of Self as a Community;"
- o cultivating a close working relationship with a school's parent associations, counselors stimulated the growth of parent groups and their involvement in school affairs;
- o by initiating a series of bilingual education workshops at one school, the counselor encouraged greater participation and a climate of acceptance on the part of the Hispanic community;
- o by establishing a staff-parent advisory council, the counselor at one school enhanced the integration of the affective domain into the schools' curriculum;
- o at one school the counselor's efforts to foster interest in sports and arts influenced the integration of culture and sports into the school's curriculum;
- o at another school the counselor persuaded a community agency to modify its intake policy (extension of catchment area) to provide services for more people;

- o at five schools the counselor's expertise and knowledge of career awareness, substance abuse prevention, and attendance improvement were used by the administration to develop school-wide programs.

8. Use of Community-Based Resources

"There is no family in this school that can't be reached...even the hardcore, difficult cases." These words, delivered by the principal of one exemplary school, characterized the excellent working relationships between the counselor and community agencies that served this school's pupils and hard-to-reach families.

At all exemplary schools, counselors aggressively pursued services for pupils and their families through formal as well as informal networking transactions. At one site outside of New York City, workers representing settlement houses, a drug rehabilitation center, parent advocate groups, mental health clinics, recreational and social agencies, etc., met together every month to discuss cases brought to them for review and consideration. Each case was then assigned to the most suitable agencies for prompt action (e.g., a child was accepted by a mental health clinic for play therapy while the parent was referred to an advocacy group for help in securing public assistance). Three exemplary schools participated in a structured network arrangement, and staff as well as parents indicated to evaluators that pupil needs were matched with the most appropriate and responsive community agencies. The network participants, including social workers, psychologists, speech

therapists, and recreation-youth workers, supplemented and often strengthened the effectiveness of the P.P.C. and assumed responsibility and accountability for coordinating and monitoring their services.

At another site, the counselor introduced community organization representatives and school personnel to each other and gave them opportunities to share their mutual concerns. While gratefully accepting help from these agencies, the counselor reciprocated by advocating the use of available school resources by agency personnel; e.g., the use of school facilities for an agency-sponsored, after-school recreation program.

Other strategies employed by exemplary-school counselors to establish and maintain the effectiveness of their community networks included the following:

- to insure that pupils kept agency appointments, one counselor handled the logistics of an on-site "pick-up" service provided by agency outreach workers;
- a principal, in collaboration with the counselor, solicited the aid of a local Baptist church that volunteered after-school tutoring in their quarters;
- counselors at four exemplary schools took full advantage of the expertise and knowledge of their school nurses and/or family health workers who maintained contacts with key personnel at community medical centers and clinics;
- counselors at most exemplary sites were persistent in seeking out and establishing trusting and close working relationships with community agency workers, thus insuring the expeditious assignment and follow up of referred cases as well as paving the way for joining school-community ventures; e.g., The Third Street Music School Enrichment Program, and the Henry Street Settlement House consultation meetings for

school parents;

- counselors, overall, nurtured an interactive relationship with community agencies through their frequent telephone contacts with agency personnel, and scheduled intervisitations to get to know each others' needs and styles of operation.

At many sites, O.E.A. evaluators observed numerous situations in which cooperation and collaboration between school and agency staff was central to their relationship. This close alliance was observed in jointly planned staff and parent workshops and at exploratory meetings on the expansion of available community resources for at-risk children and for reaching uncooperative and overwhelmed parents.

At schools with on-site agency programs such as family health services, remedial reading, and recreation, a strong partnership between school staff and agency workers was facilitated by the counselors during frequent and regularly scheduled conferences and joint activities such as grade teas.

Parents reported that a collaboration at one exemplary site between the counselors and teachers and the staff of a specialized community program was extremely helpful in preparing their children to take standardized reading tests. At another site, the collaborative efforts of a counselor and settlement house worker produced after-school peer-group instruction, on-site counseling for all grades, and a patenting skills program.

In order to determine the appropriateness of an agency for specific pupil referrals, one counselor was observed pains-

takingly eliciting information from a social worker about the agency's mission and staff training. The expectation that this would be the first of many collaborative meetings was clearly articulated during this interview.

NON-GUIDANCE FACTORS THAT CONTRIBUTE TO EXEMPLARY GUIDANCE PROGRAMS

Administration

The school administration was a major contributor at every exemplary site, creating an atmosphere in which guidance could thrive. At a number of schools, principals seemed everywhere at once. They toured their buildings morning and afternoon and seemed to be in every classroom. Principals at most schools knew all pupils by name and were familiar with their students' families. They found time to become directly involved with the problems of troubled children. These principals were responsive to their staff and encouraged staff to pursue their own ideas and projects; e.g., a summer camp scholarship committee. They sought the opinions and views of others and stimulated teachers and counselors to innovate and to shoulder some of the responsibility for improving the school. Underlying this active interchange were the principals' trust and confidence in their staffs, which created feelings of mutual respect.

These principals and their aides validated the importance of guidance by giving it a prominant role in the school's educational mission. As a result, counselors were free to arrange counseling schedules and gain access to all their

school's resources.

Principals at exemplary sites stressed an open-door policy and ongoing communication. They were accessible to parents, teachers, and outside visitors and were busy building positive bridges within their schools and to the community in a variety of ways: through newsletters, bulletins, and assembly programs stressing school achievements; by fostering good public relations to bolster and reinforce school pride; and through site visits by the teacher's union, universities, industry, and successful alumni.

It was customary for principals at exemplary schools to have high expectations for staff and students. This was evident in the tone of the school, by the deportment of the children, and from the abundant display of their products and achievements in classrooms, corridors, and display cabinets.

Teachers

Statements made by principals, guidance counselors, and parents about the pedagogical staff alluded to factors that appear to impact positively on school performance. These included a strong, interdependent relationship where faculty pulled together to improve attendance, raise achievement levels, and build school pride; an interest by faculty in the welfare of children; and teachers who were willing partners in the guidance process and who contributed to the improvement of the lives of children through fund raising for summer camp scholarships and

participation in flea markets, raffles, and luncheons. Faculty in these schools also displayed a willingness to participate in staff development activities (for instance, S.B.S.T. stepped out of its usual role to sponsor a lunchtime workshop on sharing failures and successes) and to be involved in the resolution of school-wide problems. Teachers were aware that helping children depended on the extent to which they exploited the school's resources, of which guidance was only one.

District Office

The policies and practices of the districts were often vital to the success of guidance. This was particularly evident in districts clearly committed to reducing their elementary school student-counselor ratios. One participating district in New York City had the greatest number of counselors for its size, while two other districts employed full-time counselors in every one of their elementary schools. According to one guidance supervisor, her district was not fully committed to guidance, as evidenced by split counseling assignments.

Other district practices that had a positive effect on guidance included the following:

- providing schools with additional human resources to target specific problem areas (e.g., a bilingual assistant social worker to work with early grade pupils and their families on problems that contribute to absenteeism in a Syracuse school);
- organizing a comprehensive district-wide staff development program with guidance counselor participation;
- involving the supervisor of guidance and directors of

pupil personnel services in the district's policy and decision-making process; and

- o expanding the pool of community resources and service providers to schools.

Community

The high level of community involvement was a factor in the life of most exemplary schools. The extent to which the community contributed to exemplary guidance was more evident in districts with a wealth of community resources, particularly in neighborhoods with a long tradition of community service, and where community agencies had a strong commitment to support the schools' efforts by providing needed alternative services for students with special needs. Community support was also evident where parents were confident of the school's leadership and were willing to pitch in and help the school achieve its goals, when feelings of community pride in the school were communicated to the faculty, and when community school boards insisted on guidance services for all schools in their districts.

School Climate

Among pedagogues, it is generally accepted that there are several indications of a good school "climate" or "atmosphere." A number of these were clearly visible to O.E.A. evaluators in exemplary schools. They included the following:

- o graffiti-free buildings;
- o orderly and controlled (but not necessarily quiet) movement and behavior of pupils;
- o safe, secure, clean, and comfortable physical

environments;

- friendly and respectful attitudes of staff toward pupils;
- special school and after-school programs;
- an air of optimism shared by many faculty members and comraderie among staff, both professionally and socially; and
- a supportive and relaxed staff.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The major conclusion to be drawn from this study is that a successful guidance program operates as an integral part of a school's overall educational function. Exemplary guidance programs were not viewed as adjunct services. Guidance in these schools was the source of a variety of human resources and programs for children and their families and, despite differences in emphasis given to different guidance components, all schools provided a "total" guidance program. These programs were greatly enhanced by very supportive principals who were actively involved in the implementation of the program's goals. The responsiveness of classroom teachers to available guidance services and their willingness to share in the planning and implementation of guidance functions fostered feelings of mutual trust and confidence among counselors, teachers, and administrators.

Counselors also were able to serve more children more effectively through utilization of community social-service professionals, parents, and college interns. In most schools they succeeded in involving parents by engaging them in a variety of educational and personal-growth workshops. The combined wisdom and determination of pupil personnel teams and community agency consortiums contributed significantly to coordinated and appropriate services to children and families

with special needs.

Most important were the skills and competencies of the counselors in exemplary guidance programs. The people with whom they worked were unstinting in their praise of counselors who, they felt, performed so well in their roles as motivator, facilitator, and child advocate.

RECOMMENDATIONS

Given the multiple demands on a counselor's time, first priority should be given to well designed, small-group guidance experiences while de-emphasizing individual counseling, which is a less prudent use of counselor time. To increase the impact of guidance and broaden its scope, two strategies are suggested: (1) make substantial use of carefully trained and closely supervised volunteers such as parents, grandparents, and college interns and social service workers in individual and small group guidance-related activities (especially with early childhood pupils and their parents) and (2) emphasize the counselor's role as consultant to and collaborator with classroom teachers and other school personnel. Combined, these strategies should effectively broaden the energies and skills of the counselor and heighten the program's beneficial effects.

Exemplary guidance programs attributed much of their success to a systematic approach to the early identification of learning problems and subsequent remedial and preventive interventions. To assure that test scores and other important

pupil data are used by early childhood teachers to make program modifications, the screening process should be integrated fully with educational planning and program implementation.

It is suggested that counselors take the initiative in building and nurturing a parent constituency, particularly at the early childhood level. Counselors need to identify and motivate the handful of parents who typically constitute the core of concerned child advocates and then help these advocates to organize themselves and other parents and explore issues about which they are concerned.

All counselors, teachers, and parents emphasized the role that principals played in fostering policies and practices that contributed substantially to exemplary guidance programs. Their experiences suggest that principals should: (1) convey to staff the importance and value of guidance and the need for full staff participation in its development and implementation, (2) bring the counselor into their "inner cabinet" where counselors can share in school-wide decision-making, 3) schedule counselors' activities so as to increase their focus on teachers and the learning process, (4) take an active role with the P.P.C., and (5) develop an annual guidance plan specific to the needs of the individual school.

Principals should foster and maintain the formation of P.P.C.'s, encourage counselors to assume a leadership role on these teams, and insure that they meet on a monthly basis. P.P.C.'s should be broad enough to include representation from

the administration, classroom teachers, support staff, and community agencies.

In view of the suggested change of counselors' focus from pupils to teachers, counselors should assign high priority to a jointly planned staff-development program based on the expressed needs of teachers. One area of paramount concern to counselors and principals on the early childhood level is the importance of teachers trained in the humanistic approach to education.

The recommendations that follow were not directly drawn from the report's findings. Rather, they are distilled from suggestions and proposals offered at a meeting of the exemplary counselors, from interviews and conversations with guidance supervisors, university faculty, guidance and counseling association officers, and from guidance-related literature:

- The New York State Board of Regents should amend Section 100.1 of the Regulations of the Commissioner to extend its mandate to include the assignment of licensed or certified counselors to elementary schools, an act that would encourage the reduction of excessive student-counselor ratios in many of New York City's school districts.

- The role of elementary school counselors should be clearly defined or at least clarified, a task that the Office of Student Progress, in cooperation with district guidance supervisors, was addressing at the time of this study.

- With the expectation that many of New York City's guidance counselors are approaching retirement, universities must plan programs of recruitment and training to replenish counselors lost to retirement. The experience of exemplary counselors suggests that college counseling programs should refocus their emphasis from the clinical approach to school-based methodologies.

- Those who spoke about the gap in pre-service training and the need to upgrade the professional competencies of counselors suggested broadening the sharing process of counselors within and among districts.

- Because they must fulfill the obligation of "mandated" guidance services for special education students, in some schools counselors are unable to reach many needy mainstream students. It is suggested that mandated guidance services for special education students should be the primary responsibility of staff expressly delegated to serve this population.

- Counselors would have more opportunities to move into the center of the educational process if full-time aides were assigned to assist them with the time-consuming administrative functions.

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APPENDIX A

NUMBER OF GUIDANCE COUNSELORS BY DISTRICT

TABLE 1

NUMBER OF GUIDANCE COUNSELORS BY DISTRICT 1/13/87
REGULAR EDUCATION
1986-1987*

ELEMENTARY LEVEL: DISTRICT	POPULATION*	NUMBER OF ELEMENTARY SCHOOL	NUMBER OF ELEMENTARY COUNSELORS	RATIO
1.**	8,140	14	13	1: 626
2.	12,496	24	19	1: 658
3.	9,278	17	2	1: 4,639
4.	9,893	16	0	-
5.	8,959	13	6	1: 1,493
6.	16,502	11	11	1: 1,500
7.	10,303	16	4	1: 2,576
8.**	13,467	19	8	1: 1,642
9.	20,422	25	0	-
10.	25,715	23	20	1: 1,286
11.	15,168	23	13	1: 1,204
12.	12,611	17	0	-
13.	13,180	18	12	1: 1,098
14.	13,835	19	0	-
15.**	15,914	20	20	1: 796
16.**	9,217	13	12	1: 768
17.	19,161	16	10	1: 1,916
18.	12,693	12	12	1: 1,058
19.	18,417	21	21	1: 877
20.	15,574	22	15	1: 1,025
21.	14,212	22	3	1: 4,737
22.	18,391	21	7	1: 2,627
23.	9,590	14	5	1: 1,918
24+	17,738	19	8	1: 2,217
25.	14,492	22	11	1: 1,317
26.	8,505	20	0	-
27.	20,642	29	17	1: 1,214
28.	15,019	22	9	1: 1,669
29.	15,394	22	14	1: 1,100
30.	16,466	20	13	1: 1,267
31.	21,007	38	2	1:10,504
32.	11,582	12	12	1: 965

* Taken from data provided by Office of Student Progress.

** These districts participated in study of exemplary guidance programs.

APPENDIX B

SAMPLE OF EXEMPLARY SCHOOLS GUIDANCE ACTIVITIES

APPENDIX B

Samples of Exemplary School Guidance Activites

1. Excerp from booklet informs students about the role of their counselor.
2. One month's guidance goals.
3. Counselor's message in P.T.A. newsletter.
4. Rules for group guidance participants.
5. Counselor launches "Student of the Week" Program.
6. Invitation to Parent Tea on summer camping.
7. Parents are informed about upcoming workshops.
8. Counselor's plan for teacher workshop on drug abuse.
9. Record of Pupil Personnel Team meeting (partial).
10. Memorandum and guidance sheet from Supervisor of Guidance assist counselors with their planning.
11. Invitation to parents to attend child sex abuse meeting.
12. Parents informed about Partners-In-School program.
13. Counselors respond to teacher's interest in the single parent household.
14. Principal and counselor collaborate on plan for staff development.
15. Parents and counselor collaborate on Tough Love program.
16. Parents, in cooperation with counselor, organize workshop on parenting.
17. A check list for teachers to remind them of their guidance responsibilities.
18. Case conference of Alliance, a school-community team that meets regularly.

1. Written for pupils, these first pages of a booklet, convey the role of the counselor.

Hey Mary! We have a counselor at our school. Her name is Ms. Greene
What's a counselor, John?
A counselor is someone who talks with children, teachers, parents—everybody!
Guidance Room
Ms.

2. This counselor clearly articulates the guidance goals for one month.

BOARD OF EDUCATION
OLIVER STREET SCHOOL
104 OLIVER STREET
NEWARK, NEW JERSEY 07108

Anthony J. Savoca, Principal

Sandra Greene, Guidance Counselor

SEPTEMBER GOALS

To continue class visitations and distribute Counseling Coloring Books to Grades K - 3.

To continue identification of students with special needs by observations in class, individual counseling, conferences with teachers and parents, and referral to Child Study Team when necessary.

To serve as a liason between teachers and the Child Study Team By providing Grade Level Chairmen with copies of Chapter 28 Special Education New Jersey Administrative Code Title 6 , appraising potential referrals, conferring with teachers, and assisting in writing referral forms.

To serve as a Resource Person By providing materials requested By teachers.
To continue to maintain effective communication between the school and outside agencies.

To continue individual and group counseling.

To continue to consult with parents and assist in developing each child to his/her fullest potential. To recommend outside agencies when necessary.

As Chairperson of the Drug Education Committee, to hold meetings, set objectives, distribute useful materials to classrooms, provide workshops for parents providing preventive methods and communication skills, and to introduce Jihad Yasim, Drug Counselor to each classroom. Mr. Yasim will spend 50 minutes in each classroom in an effort to prevent drug or alcohol problems from developing.

To expand my knowledge and expertise in the area of drug and substance abuse prevention by attending class at Kean College entitled Substance Abuse Counseling and by attending workshops - Adolescent Substance Abuse (sponsored by Fair Oaks Hospital) and Cultures: Mental Health and Chemical Dependency: Alcohol and Substance Abuse (sponsored by UMDNJ New Jersey Medical School Department of Psychiatry Alcoholism Services, New Jersey State Department of Health Division of Alcoholism, Essex County Department of Health and Rehabilitation Division of Community Health Services)

To expand my knoweledge By attending Kean College - Course entitled School Law .

To serve on Career Awareness Committee - to coordinate activites for Career Week.

To help develop communittee involvement in the school - to arrange for parents to attend workshop on October 1, 1986 at Prudential

3. This column which appears regularly in the school's PTA News-Letter is a good way to convey the counselor's ideas, values and concerns.

"COUNSELOR'S CORNER"

BY

GLENN RUCKSTUHL

****

When I was ten, one of my friends was a kid named Pat. Pat and I only liked to do one thing together - play baseball. Pat wasn't very strong or very fast and couldn't play too well. In fact, Pat was a pretty bad baseball player, but we enjoyed practicing together. When the guys on my block chose up sides to play a game, Pat would sometimes show up, but never get picked. Pat would usually stick around and watch the game from the sidelines.

One day, our block had a big baseball game against the team from 126th Street. Pat came along, but as usual didn't get to play. Late in the game we were losing 5 to 4. A long fly ball was hit to Jim, our outfielder. He ran after it, caught it, then went crashing to the concrete. His pants were ripped and his knees were pretty messed up. It was clear that he had to go home and get patched up. It took some doing, but I convinced the team to let Pat take Jim's place. When we got up in the bottom of the ninth, we loaded the bases with two out. You guessed it, Pat came up to bat. Pat missed on the first two swings. On the third Pat hit a fly ball that the shortstop caught easily. The game was over; we had lost. Then some of the team started yelling that we had lost the game because of Pat. Pat was already sad and started to cry. Everybody just watched for a few seconds. I went over and patted Pat on the back. "It's O.K. Pat" I said, " I know you tried your best." Some of the other guys came over too.

The truth is everyone remembers a time when they were the worst baseball player, the worst checkers player, or the worst whatever. Unless somebody took the time to help you get better, you probably stayed the worst or quit playing altogether.

Most of the team came over to tell Pat it was O.K. and I was real proud of them for that. Not only did they stop blaming Pat for losing, but they started letting Pat play in other games. Pat never did become a great baseball player, but Pat did get to him some homeruns and make a few great catches.

You'll hear more about Pat in the next Counsellor's Corner. Oh yes, I forgot to mention Pat's full name is Patricia.

4. These are the rules that govern the group guidance participants in one school.

GROUP RULES

1. EVERY MEMBER OF THE GROUP IS ENTITLED TO THEIR OPINIONS.

2. EVERY MEMBER OF THE GROUP WILL HAVE A CHANCE TO SPEAK DURING A DISCUSSION.

3. NO MEMBER HAS TO SPEAK IF THEY DO NOT WANT TO.

4. NO ONE SHOULD INTERRUPT ANOTHER MEMBER WHILE THEY ARE SPEAKING.

5. WHILE AWAY FROM THE GROUP, YOU CAN TALK ABOUT WHAT YOU SAID, OR DID, IN THE GROUP TO OTHERS.

6. WHILE AWAY FROM THE GROUP, YOU CANNOT TALK ABOUT WHAT OTHER MEMBERS SAID, OR DID, IN THE GROUP TO OTHERS.

7. IF YOU HEAR SOMEBODY REPEAT SOMETHING YOU DID OR SAID, IN THE GROUP, TELL MR RUCKSTUHL

8. MR RUCKSTUHL WILL NOT REPEAT WHAT MEMBERS SAID TO TEACHERS OR PARENTS UNLESS THEY ARE IN DANGER OF HURTING THEMSELVES OR OTHERS.

5 This letter to the teachers launches the "Student of the Week" program, giving them credit for their suggestions and clarifying the counselor's role.

The Rose E. Scala School

Public School 71, Bronx

THE NEW IMPROVED "STUDENT OF THE WEEK" PROGRAM

Dear Teacher:

Once again, the "STUDENT OF THE WEEK" program will be beginning at 71X. In my workshop in early September these were some suggestions on how the program could be improved. Hopefully, in its adjusted form, it will run even better this year.

STUDENT WINNERS

Every Monday, beginning in about two weeks, TWO "STUDENTS OF THE WEEK" will be announced over the loudspeaker during morning announcements. Besides having their name read - winners get the following:

(1) A "CERTIFICATE OF MERIT" signed by the Principal
(2) A letter to the parents, explaining the Student of the Week Program and congratulations
(3) The winner's name is also published in the P.T.A.'s monthly newsletter

SELECTION OF THE STUDENTS OF THE WEEK.

By naming two students, every classroom will have at least one winner this year. Also the new method of selection will insure that no class has two winners before every class has had at least one.

Two classrooms will be chosen at random. They will be notified two weeks in advance of when they are due to become STUDENT OF THE WEEK winners. At that time, the teacher can elect to postpone participation until later in the school year OR submit a name. When you submit a name, please include a BRIEF description of why the student was picked. Just about any reason is fine, but usually last year they were from a combination of these categories:

(1) [illegible] achievement
(2) academic improvement
(3) school or community service
(4) citizenship; classroom participation and attitude
(5) chosen by his classmates for attirubutes outlined by the classroom teacher.

You may choose the winner any way you wish.

MY ROLE:

Once I receive the above information, I edit your reasons for the nomination for reading over the loud speaker. I also prepare the letter and certificate for the winner. A copy of the announcement over the loudspeaker is automatically sent to PTA newsletter.

If you have any questions, please drop in or write me a note.

Thanks for your cooperation.

Glenn Ruckstuhl

BEST COPY AVAILABLE

A good example of how key staff actively collaborate to evoke parent interest in summer camping.

Public School 335
130 Rochester Avenue
Brooklyn, New York 11213

Aaron Fidelman, Principal

Eddie Lee Cannon, Assistant Principal
Cyrene Davis, Assistant Principal

April 28, 1986

Dear Parents,

You are cordially invited to attend our next Parent Tea on Thursday, May 8, 1986, at 9:30 A.M. in the school's library. The topic will be, Your Child and Summer Day Camp.

At this time, Mrs. Cannon, Assistant Principal, Mr. Goldberg, Guidance Counselor, will be present to discuss the topic with you.

We will also have a guest speaker.

Mr. Fletcher - Assistant Director
Bureau for Day Camp and Recreation
City of New york Board of Health

Refreshments will be served.

Looking forward to talking with you.

Sincerely yours,

Charles R. Goldberg
Guidance Counselor

Approved: _____
Principal

7. The Parent Advisory Council to the Guidance Office in this school works closely with the counselor in planning and implementing the parent workshops.

P.S. 140 MANHATTAN
320 Attorney St. NYC, NY 10002

January 23, 1987

Dear Parents,

Newsworthy Guidance News !! Please mark these dates on your calendar. Come to the Parents' Room at 9:00 a.m. on:

Tuesday, January 27th - A Parent Survival Workshop on "How To Keep Your Cool When...."

Tuesday February 3rd - - A follow-up Workshop with Guest Speaker, Dr. Ben Cohn: "Helpful Hints and Ways To Manage Stress" (Some of you may remember Dr. Cohn from his visit two years ago. He's back by popular demand.)

Tuesday February 24th - "Buying Toys—Creatively, Wisely, & Economically" with a surprise Guest Speaker

These workshops have been planned in cooperation with the Guidance Office Parent Advisory Council.

We wish to thank Mrs. Hagen Corsale, PTA President, for her cooperation and support.

Sincerely yours,

Mrs. Miriam Ramos Mrs. Leticia Ramirez
Mrs. Haydee Serrano Mrs. Leona Fowler
Mrs. Judy Barnett

Parent Advisory Council to the Guidance Office

- - - -

8. This teacher workshop, conducted by the counselor, grew out of parent concerns.

TEACHER WORKSHOP

INTRODUCTION

- WE WILL BE DISCUSSING THE TENTATIVE DRUG ABUSE PROGRAM THAT WE WOULD LIKE TO BEGIN IN SEPT 1987
- OUR WORKSHOP TODAY WILL HAVE 3 PARTS.
  (1) OUTLINE OF PROGRAM
  (2) DISCUSSION QUESTIONS
  (3) FILL OUT FEEDBACK SHEET

PART I

- FOR BETTER OR WORSE THIS PROGRAM WAS MAINLY MY IDEA BACKED BY THE ADMINISTRATION. BEING AN EX-TEACHER I REMEMBER HATING BEING TOLD WHAT TO TEACH WITHOUT HAVING ANY IMPUT. I HOPE TODAY'S WORKSHOP ALLOWS YOU THE OPPORTUNITY TO DO WHAT I COULD NOT. NOTHING HERE IS FINAL AND I PROMISE YOU THAT YOUR SUGGESTIONS WILL BE SERIOUSLY CONSIDERED. I HAVE ALSO TRIED TO GATHER THE RESOURCES AND LESSONS TO MINIMIZE YOUR WORKLOAD
- WHY A DRUG PROGRAM FOR GRADES 1-4?
  - WE DO NOT HAVE AN URGENT DRUG PROBLEM HERE AT MX
  - WE DO HAVE A DRUG PROBLEM IN THIS COMMUNITY
  - THE JUNIOR HIGH SCHOOL + OUR OWN SCHOOLYARD
  - STATISTICS TELL US THE FOLLOWING:
    5% OF ALL 10-13 YR OLDS GET DRUNK ONCE A WEEK OR MORE

- 16% OF ALL 6TH GRADERS HAVE USED MARIJUANA
- ONE SURVEY OF COCAINE USERS STATED 97% HAD BEEN DRINKING BY AGE 10
- OLDER BROS AND SIS ARE INTO DRUGS
- I WANT TO SEE OUR KIDS FOREARMED
- WHAT ARE OUR OBJECTIVES
- FOR PARENTS: (1) HOW TO REINFORCE US (2) HOW TO HELP THEMSELVES (3) MY JOB WORKSHOPS, LETTERS
- FOR STUDENTS (BY GRADE)

1: BASIC DOs AND DON'TS

2: WHY "GATEWAY DRUGS": ALCOHOL, CIGARETTES UNHEALTHY
DUAL NATURE OF MEDICINE
CONCEPT OF SAYING "NO"
NOTION OF PEER PRESSURE

3: WAYS OF SAYING "NO" MORE CLOSELY EXAMINED

4: ILLEGAL DRUGS, MEDIA MESSAGES, PRACTICE "NO"

5+6: LEFT TO ADAPT/SPECDA: SELF IMAGE + PEER PRESSURE

- HOW DO WE TEACH THESE OBJECTIVES
- MATERIALS AVAILABLE
- "ACTIVITIES" LISTED IN EACH GRADE ARE SUGGESTED WAYS TO ACCOMPLISH THE OBJECTIVES (7-C LESSONS)
- CAN ADD MORE LESSONS, DEVELOP OWN, USE OTHER MATERIALS
- PLEASE SHARE OTHER RESOURCES YOU MAY KNOW OF, OR BE CURRENTLY USING

PART II: ASK FOR QUESTIONS
PART I: FILL OUT FEEDBACK SHEETS

TEACHER FEEDBACK SHEET

GRADE PRESENTLY TAUGHT ☐

AS IT WOULD APPLY TO YOUR PRESENT CLASS, PLEASE CHECK THE APPROPRIATE BOX FOR QUESTIONS 1 TO 5 BELOW:

QUESTIONS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. THERE IS A NEED FOR A DRUG ABUSE PREVENTION PROGRAM IN MY GRADE					
2. AS OUTLINED TODAY THE OBJECTIVES FOR MY GRADE ARE APPROPRIATE.					
3. THE ACTIVITIES/MATERIALS PRESENTED TODAY SEEM AGE-APPROPRIATE					
4. SPENDING 5-10 LESSONS ON DRUG ABUSE PREVENTION IS ABOUT RIGHT FOR A SCHOOL YEAR					
5. I FEEL I WOULD NEED MORE MATERIALS TO ADEQUATELY TEACH THE OBJECTIVES PRESENTED TODAY					

PLEASE USE THE SPACE BELOW AND ON THE BACK FOR COMMENTS ON THE STRENGTHS + WEAKNESSES OF THE PROGRAM OUTLINED TODAY

9. How a counselor keeps track and coordinates monthly Pupil Personnel Team meetings.

PUPIL PERSONNEL TEAM MEETING 2/23/

IN ATTENDANCE	MS MCMAHON
MR LAMONTANARO	SBST TEAM
MR STEINBERG	LIZ ORGEL
MS TAMBINI	MR RUCKSTUHL

ITEM	UPDATE	ACTION TO BE TAKEN
CHRISTOPHER [redacted] CAVALLO	· AGENCY HAS RECOMMENDED RESOURCE ROOM SETTING ONLY FOR NEXT YEAR · HAS COMPLETELY STOPPED WORK IN RESOURCE ROOM	· DIANE DROPPING PLAN TO CONSULT WITH MOM ABOUT OUTSIDE SETTINGS · DIANE WILL NOTIFY TEACHER ABOUT DEVELOPMENTS
HEATHER [redacted] CLARK	· HOME PROBLEMS ESCALATING · PARENT URGED TO RETURN TO COUNSELING · ESTABLISH DIANE AS SCHOOL CONTACT	· DIANE WILL CONTINUE COUNSELING · DIANE NOTIFY TEACHER
YVONNE [redacted] WOLBERG	· MOM CONTACTS · LETTER FROM PARENT · GAUDIO URGED RESOURCE RM PLACEMENT	· CONTINUE AT RISK · PRINCIPAL WILL HONOR REQUEST TO DROP EVALUATION AWAITING NEW READING SCORE
RICHARD [redacted] MC-3CRS	· SBST CONTACT?	· SBST WILL CONTACT · REMIND THAT RICHARD CAN BE AN H.O. IN SPECIAL ED ALSO
JASON [redacted] SCOTT	· OUTCOME OF MEETING WITH MOM/LIZ/VIRGINIA	· LIZ - ASK DEPART/MOM IF REFERRAL SUBMITTED TO SPECIAL ED
SALVATORE [redacted] CAVALLO	· THREAT OF TRUANCY · DIFFICULTY TESTING	STILL TESTING COUNSELING MAY BE SBST RECOMMENDATION
BILAL [redacted] MIS I	· SBST WILL RECOMMEND AGENCY COUNSELING	· CONTINUE SEARCH FOR CSE FOLDER · PRINCIPAL REQUESTS TYPE III BE FILED
PAUL [redacted] MIS IV	· FREQUENT ABSENCE · TESTING INCOMPLETE	· CONTINUE TESTING

10. One means that a district guidance supervisor uses to help her counselors.

BOARD OF EDUCATION — CITY OF NEW YORK

COMMUNITY SCHOOL DISTRICT 18
OFFICE OF THE SUPERINTENDENT

1010 Lafayette Avenue
Brooklyn, New York 11221
Telephone: 574-2323

Minita Spain PhD
Community Superintendent (A)

Leonard A. Clarke
Deputy Superintendent

MEMORANDUM

DATE: January 23, 1987

TO: ALL GUIDANCE COUNSELORS

FROM: Mrs. M. Derene Frazier
Supervisor of Guidance

SUBJECT: Guidance Activities
January, February, March

Enclosed you will find three (3) Guidance Sheets for January, February and March. These sheets will assist you in planning your weekly schedules.

Each school counselor should be able to document that a minimum of two (2) parent workshops have been held to date. Prior to the end of the school year a minimum of two (2) additional workshops should be held.

Remember the first week in February is National School Guidance and Counseling Week. Assembly programs, classroom visits, warm fussies to staff, parents, teachers, administration and students, bulletin board display, open house for community to see and learn about support services in the school are a few suggested activities.

If there are any questions/concerns, please call our office, we will be happy to assist you.

/dam

cc: L. A. Clarke
Principals

/ / / MARCH FOCUS / / /

Women's History Month

Improving Test Taking Skills

Equity Education

Open School Week

.Coordinate activities related to Women's History Month, e.g. assembly programs, classroom speakers, bulletin boards, films, etc.

.Prepare and disseminate materials to students, parents and staff re: famous women in American History, non-traditional careers for women, etc.

.Lead classroom and group counseling sessions around Title IX issues, e.g. non- traditional opportunities for women in the world of work, new laws, equal access, etc.

.Discuss sex equity/gender issues with school staff at workshops.

.Organize and lead group guidance sessions for students to assist them in areas such as stress management and test taking skills.

.Review parent conference techniques with teachers at monthly staff conference.

.Participate in Open School Week activities.

.Continue to schedule interviews with students and parents to review school progress and to complete entries on guidance review cards.

.Participate in pupil personnel team meetings to insure the coordination of the delivery of guidance and support services.

DON'T FORGET!	ON-GOING ACTIVITIES
-Continue implementation of Regents Action Plan and Part 100 Mandates, e.g. Home and Career Skills, career plans, parent involvement, etc. -Continue implementation of articulation activities. -Update staff re: Guidance Every Day (Grades 4-6). -Continue to familiarize yourself with guidance-related curricula.	

11. The counselor invites parents to learn about child sexual abuse.

The Amalia Castro School
Public School 142
100 Attorney Street
New York, New York 10002
(212) 673-1122

October 27, 1986

Dear Parents,

As you know, Child Sexual Abuse occurs at an alarming rate. T.V. programs and newspapers carry stories which are constant reminders of dangers to our children.

The Guidance office has planned a meeting to provide information to Parents which will help them to help their children learn how to prevent sexual abuse from happening.

Parents need to be responsible for giving their children information on personal safety.

You are invited to see a filmstrip and to meet Terry Ratwin of St. Vincent's Hospital on:

Thursday - October 30, 1986
9 A.M. - Room 135

Sincerely yours,

CAROL MASSARO
Guidance Counselor

28 de octobre, 1986

Queridos Padres;

Como usted sabe, Abuso de Nino Sexualmente ocure en grados a larmantes. Programas de televisión y periodicos tienen reportes que le hacen recordar constantemente el peligro a nvestros ninos.

La Oficina de la Consejera ha planeado una reunión para proveerle a los padres informacion que le ayvdará a que le ayvden a sus nino aprender como prevenir abvso sexval.

Padres tienen que ser responsable a darle a sus nino informacion en seqvridad personal.

Estan invitados a ver una pelicula y conocer a Terry Ratwin del Hospital de San Vicente el:

Jveves, 30 de octobre 1986

9.00 - salon 135

Sinceramente,

CAROL MASSARO

12. This letter, also in Spanish, informs parents of children being considered for the new Partners-in-School program.

The Amalia Castro School
Public School 142
100 Attorney Street
New York, New York 10002
(212) 673-1122

November 18, 1986

Dear

We want to let you know about an exciting new program called Partners-In-School. This program is designed for children in grades kindergarten through second grade. This program involves an adult volunteer working with your child on a one-to-one basis, once a week, in the school. The volunteer tutor will help your child with his/her school work and also in doing activities such as art work, sewing and playing games. We are hoping that the one-to-one contact with a volunter will help improve your child's school work and getting along with other children.

Your child, _____, of class _____, is being considered for this program, depending upon the number of volunteers who can offer their time.

We look forward to meeting with you in the future and talking with you about your child's progress in this special Partners-In-School program.

If you have any questions, or want to learn more about this program, feel free to contact Carol Massaro at 673-2250 or Adrienne Bell at 285-1661.

Thank you for your cooperation.

Estimada

Queremos informarle acerca de un nuevo y emocionante programa llamado "Partners-In-School." Este programa ha sido diseñado para niños entre los grados de kindergarten a segundo grado. El programa provee la participación de un adulto voluntario. El cual trabajara con su niño/a individualmente, una vez por semana, en la escuela. El tutor voluntario ayudara a su hijo/a con su trabajo escolar. Al igual que en actividades tales como arte, costura y juegos. Esperamos que el contacto individual con un voluntario habra de mejorar el trabajo escolar de su nino/a en adición a sus buenas relacions con otros ninos.

Estamos considerando incluir a _____, en la clase _____, en este programa, dependiendo del número de voluntarios que se presente.

Esperamos conocerle para hablarle en el futuro sobre el progreso de su niño/a en este programa especial, "Partners-In-School."

Si tiene alguna pregunta, o si quiere saber más de este programa, favor de llamar a Carol Massaro al 673-2250 o a Adrienne Bell at 285-1661.

Gracias por su cooperación.

Carol Massaro
Guidance Counselor
LaConsejera

Adrienne Bell
Supervisor/Supervisora
"Partners-In-School"

13. The counselor responds to the expressed interests of teachers.

Dec. 3, 1986

Dear Colleagues,

Two weeks ago we had a very interesting workshop for parents on Raising Children in a Single Parent Household. Some staff members expressed an interest in hearing about this topic as well.

If you would be interested in having a lunchtime workshop to better understand some of the feelings and experiences of many of our students and their parents in single parent homes, I would be happy to arrange it.

Please indicate your choice and return to my mailbox.

Sincerely,
Diane Reich
Guidance Counselor

YOUR NAME _____

☐ I would like to attend a lunchtime workshop about Raising Children in a Single Parent Household.

☐ No thanks, I'll pass on this one.

14. Principal and counselor collaborate to bring guidance to the classroom teacher.

BOARD OF EDUCATION OF THE CITY OF NEW YORK

The Amalia Castro School
Public School 142
100 Attorney Street
New York, New York 10002
(212) 673-1122

Plan for Staff Development Program (Half-Day)
Monday, Jan. 12, 1987

Tentative Schedule

Panel Seminar Format

Session I 1:05 - 2:00

Room 226 - Seminar A - Management in the Classroom
Areas of Discussion to include:
Establishing of Priorities - Time Management
Responsibilities and roles for students -
Routines and Patterns

Room 237 - Seminar B - Utilization of Assessment Results to Target Instruction
Areas of Discussion to include:
Computer Management Program (CTMS and Addison Wesley)
Achievement Test Results and Patterns of Error
Grouping and Individualization
Enrichment and Remediation

Session II 2:00 - 2:55

Room 237 - Seminar C - Sharing of Teaching Techniques and Methods
Areas of Discussion will pertain to subjects including Reading and Language Arts - Mathematics - Social Studies - Science, Art, Music
Computer Science

Room 226 - Seminar D - Guidance Expectations for Teachers: A Case Study Method - Areas to be discussed will include -
Identification for Problematic Situation
Instructional Assistance for the Teacher
Self-Image and the Student
Behavior Management Techniques

D Schnell -
V Ford
G Rice
+ 2.

15. Parents and counselor collaborate to show that they care about parent concerns.

The Amalia Castro School
Public School 142
100 Attorney Street
New York, New York 10002
(212) 673-1122

TOUGH LOVE
PARENT SUPPORT GROUP
100 Attorney Street
New York, New York 10002

Dear

You have been referred to our Tough Love by Mrs. Carol Massaro, Guidance Counselor of P. S. 142.

We all know dealing with children can be a rough job. Most of us would like to make believe they don't exist. Don't despair.

Tough Love has been meeting every Wednesday from 9 A.M. till 12 noon. The group is made up of parents and community members on a nonprofessional basis. They all share common pressures of life and are willing to help those with similar problems. No matter how big or small your problem may seem, we are willing to sit down and listen. Voicing your needs is only a beginning to solving it.

We aim to make life less stressful and hopefully more harmonious in order to ensure a better educational atmosphere for our children as well as ourselves. We may not have a solution right away, but knowing we care and are there to help can be comforting.

Your presence and experiences in life can be of great value in helping other. We look forward to seeing you at the meetings.

Sincerely,

(2 parents)

16 Counselor initiates a jointly-planned parent workshop.

FORMING PARENTING WORKSHOP

> Parenting is a big job. The parenting group we are forming at P.S. 321 can help. We will talk about the things that are of concern to you. Some possible topics might be discipline, how to have a better relationship with your child, allowance - how much and when, bed time routines, what is appropriate for a child your child's age. WHAT WOULD YOU LIKE TO ADD? Come and talk about what is of interest to you, share your concerns and learn from others.

> The group will begin in early February on Friday afternoons at 1:30. The fee for the group is $5 per session or an amount based upon ability to pay. Ms. Cohen from the Guidance Center of Flatbush will be the leader.

> If you are interested please sign the form below and return to Ms. Juantorena in the guidance office - room 130 - or return to classroom teacher.

We look forward to you joining us.

PLEASE RESPOND BY WEDNESDAY JANUARY 28th

Sincerely
Marta Juantorena
Ms. Juantorena
Guidance Counselor
(718) 768-3052

Ricki S. Kaplan
Ricki Kaplan
P.T.A. Co-President

I am interested in attending the parent workshop:

name	child's name	class #	day phone #

17. This is to emphasize the teacher's guidance responsibilities.

P.-321K

William P. Casey, Principal
Josephine M. Ierilli, A. P.
Elizabeth McLoughlin, A. P.

POSITIVE GUIDANCE STEPS

Name _____ Class _____ Room _____

Teacher _____

Please indicate the positive guidance steps you have taken. Attach this form to behavioral referrals.

Check	Steps that were taken	Date
_____	1. Spoke to child privately	____
_____	2. Used praise and commendation.	____
_____	3. Gave individualized work which was adjusted to ability of child, e.g.: rexographed material, homework, etc.	____
_____	4. Displayed some of child's work.	____
_____	5. Assigned monitorial duties.	____
_____	6. Gave special help in subject areas in class or during free time, e.g.: reading, math, etc.	____
_____	7. Utilized special talents of the child, e.g.: music, art, athletics, etc.	____
_____	8. Changed child's seat.	____
_____	9. Wrote to parent.	____
_____	10. Spoke to parent: Parent was cooperative ___ Parent was not cooperative _____	
_____	11. Follow-up with parent, e.g.: conduct and work grade entered daily by teacher in child's notebook and signed daily by parent; homework signed daily by parent.	____
_____	12. Referred for specialized help, such as cooperative reading.	____
_____	13. Referred to immediate supervisor.	____
_____	14. Other: _____	

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School and community professionals apply their expertise and share the responsibility for serving a family with multiple problems.

NAME: [redacted]

DATE: October 7, 1985

COORDINATOR: Susan Jenkins

PRESENT [redacted]
Debbie Rowe, CPS
Monica Stone, Child & Family Serv.
Leola Brown, Head Start
Dee George, parent aide
Glen Guzzetti, Social Worker, Seymour School
Marlane Conmy, teacher, Seymour

ABSENT:
Gerry Limpert, Probation

PURPOSE OF MEETING:

Regular team meeting.

SINCE LAST MEETING:

Rosa has started at Head Start.

MOTHER:

Mickey has been attending the group at the Rape Crisis Center and has had individual appointments with Kathy Armani. He has also been coming to counseling at Child & Family Service. They have noted a change in him at home. She got the note from Head Start and will be taking Rosa to James Geddess for a check up. Rosa has had a cold. She will call Dr. Lapsker at the Upstate Peds Clinc about getting Rosa's eyes examined. She has not been oppossed to Terry attending day care. She is willing to go with Dee to tour the center. The children seem to be enjoying school so far. Scott comes home each day and goes directly in to do his homework before he plays. This has always been the way he does things.

FATHER:

He does not yet have an alcohol evaluation set up. His probation officer is supposed to be sending another referral in for an evaluation to be scheduled. He has had to look for ten jobs a week and bring the slips in to show his probation officer. So far he has not gotten a job. He explained his reluctance to have Terry go to day care. After hearing the rest of the team's opinion, particularly Debbie Rowe's, he agreed to try it. He has gone through before exactly what occufred with his daughter Lori. He cannot admit to any sexual abuse that did not happen. He may ask his lawyer, Mark Waldauer, to attend the next meeting. His probation officer may have information about what he admitted to. Did not know whether or not he was going to be able to see his children by Ruth Douglas when the court order was over.

CHILDREN:

Scott, Donald "Mickey", John III, Bernard, Rosa, Terry and Dale -all children are living at home with John and Cindy. All of the children are in some kind of pre-school program except for Terry and Dale.

Continued.

CHILDREN:

Terry is being considered for day care. Mickey continues in counseling at both the Rape Crisis Center and Child and Family Service.

TEAM:

Debbie Rowe: She looked through her files but could not find any documents which stated exactly what John had admitted to. There was a finding of abuse. The court order expires at the end of this month and she plans to request an extension. If the extension goes through, she is considering ordering day care or other programs for the two younger children. Said that John was being selfish and uncaring in not allowing his children to attend the special programs that they need. He needs to consider what is best for the children and not think about whether it may cause them to be board with school later on. Asked Glen Guzzetti if he had any research to indicate that a child being involved in a pre-school program will cause that child to drop out of school at an earlier age. She will put through the authorization for day care for Terry. Asked about parents involvement with counseling and the status of John's alcohol evaluation. Is not sure that John is going to be able to get his attorney to come to a meeting because the lawyer is no longer assigned to him. If he wants him to attend, that is okay.

Monica Stone: Mickey has been doing fairly well in counseling. She had moved him to bi-weekly because he is also involved in counseling on a regular basis at Rape Crisis Center. She is not sure that he needs counseling twice per week. That can be discussed with parents and with Kathy Armani. She has not seen Cindy and John for counseling in a while and wants to set up regular meetings with them. She will send them a letter with a new appointment date on it.

Leola Brown: Rosa has been doing very well in Head Start. She came in today but was sent home because of a cold. The nurse requested that she have a check up and they are still waiting for a doctors statement for Rosa. They have to have that statement in order for Rosa to continue at Head Start. They noted that Rosa's scalp had been over Shelloland was very dry. They asked Cindy to use a conditioner on Rosa's hair. Rosa needs to be examined by an opthalmologist. A note was sent home with two suggestions of doctors to call. As part of her involvement with the family, she will be making unannounced home visits.

Glen Guzzetti: The schools relationship with the family is much better this year. The children seem to love school and they present minimal behavior problems. None of the children have had lice so far this year which is a big improvement over last year. Last year there were about thirty or forty instances where the children were found to have lice. Hopes that the schools relationship with the family will continue to be a positive one. Bernard will be going through a Kindergarten screening soon and at that time it will be determined if he needs help with speech.

Continued

Marlene Comny: She had John III in her first grade class. He is operating at about the Kindergarten level in class. He is learning how to function in the classroom and developing the skills he needs. John is eager to learn and is trying hard. He is getting speech therapy three days per week. She, along with Glen Guzzetti, stressed to the [redacted] that the children's being involved with pre-school programs would be a positive influence on their ability to succeed once they are in school.

Dee George: She has spent time trying to change John's mind about Terry attending day care. Cindy has never been opposed to it. Since he has said today that he will send Terry to day care, she will set up an appointment for the parents to take a tour of the center. She has been talking with the parents about the need to keep the children clean and to dress the children appropriately when they are playing outside. There no longer seems to be a problem with keeping food in the house. Asked Cindy if her food stamps had been increased. She had also talked with John about the importance of him finding a job. She has noticed that Mickey's attitude seems to be a lot more positive lately.

Susan Jenkins: Will inform Kathy Armani and Gerry Limpert of the next team meeting. Will ask Gerry Limpert if he has an affidavit or similar document in his files that would indicate exactly what John admitted to in the sexual abuse of Lori.

ISSUES:

1. Day care for Terry.
2. Rosa's involvement with Head Start, need for her to have doctors check up and eye exam.
3. Deb Rowe's plans to file for an extension of supervision.
4. Counseling for parents and for Mickey.
5. Children's adjustment and progress in school.
6. Parent aide's involvement.

CONSENSUS:

Family should continue with all current services. It is very beneficial for the children to be involved in pre-school programs.

PLAN:

1. All current services will continue.
2. Monica Stone will send parents a letter with a date for their next counseling appointment.
3. Cindy will bring Rosa over to James Geddes for a check up. She will request that Rosa have an eye examination through Upstate.
4. Dee George will set up an appointment for the parents to tour the day care center.
5. Debbie Rowe will file for an extension of supervision.
6. Leola Brown will make periodical unannounced home visits.
7. Coordinator will inform Kathy Armani and Gerry Limpert of next team meeting.

Continued.

PLAN:

8. John may ask his attorney to appear at the next team meeting.
9. Coordinator will talk with Gerry Limpert about bringing John's affidavit or similar statement regarding the sexual abuse to the next team meeting.
10. John will be scheduled for an alcohol evaluation through CET.

NEXT MEETING DATE: November 14,1985 at 11:00a.m. at Child and Family Service.

11/4/85
caa

New York City
Board of Education

110 Livingston Street
Brooklyn, New York 11201

Dr. Richard R. Green
Chancellor

Office of Educational Assessment
Robert Tobias
Director (Acting)
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SUMMARY OF THE STUDY OF EXEMPLARY GUIDANCE PROGRAMS IN ELEMENTARY SCHOOLS*

BACKGROUND

In September of 1983, state regulations required every school to have guidance programs for all students. Only in grades seven through twelve, however, were licensed and certified guidance counselors mandated. The absence of a state mandate for elementary school counselors, along with other factors, coincided with a decline in the number of counselors in these schools.

Interest in guidance in the elementary school appears to be growing. Some districts are now giving guidance services high priority and are emphasizing services to early childhood classes and the early identification of children at risk of failure.

In the interest of improving guidance services at the elementary school level, the Office of Student Progress and the Office of Educational Assessment (O.E.A.) agreed to a study of exemplary guidance programs and practices which would identify effective approaches and strategies that could be replicated in other New York City public schools.

This report describes exemplary guidance practices drawn from a review of guidance literature and as observed in eight schools recommended for their effective guidance programs. Six

*This summary is based on "Study of Exemplary Guidance Programs in Elementary Schools" (July, 1988) prepared by the O.E.A. Student Progress Evaluation Unit.

guidance programs in New York City were recommended by various officials in the New York City school system, and two other guidance programs (Newark, N.J.; Syracuse, N.Y.) were recommended by officials in respective state education departments.

The primary purposes of this report are to provide useful information and offer suggestions to school officials responsible for setting educational policy, and to suggest guidelines for those engaged in the development and implementation of guidance programs.

REVIEW OF LITERATURE

The literature on guidance and counseling emphasizes the need for schools to redesign the current guidance model and to create new counseling strategies. In brief, the literature suggests the following: counselors should spend less time modifying individual student behaviors and more time improving the learning environment for all children; parent education and involvement can have a positive effect on the performance and behavior of children; guidance services should emphasize early intervention and prevention approaches at the early childhood level; the counselor's role as facilitator and change-maker should be expanded; and guidance should be an integral part of the school rather than an adjunct service.

METHODOLOGY

Schools with exemplary guidance programs were chosen after

consultations with directors of pupil personnel services in state education departments, the Director of Guidance in the Office of Student Progress, officers of professional guidance and counseling associations, district guidance supervisors, and directors of district pupil-personnel services. Their recommendations were offered according to their best professional judgment. The final group of schools included a site in Newark, New Jersey, a site in Syracuse, New York, and six sites in four community school districts in New York City.

Interview and observation instruments were designed to collect data specifically pertaining to the ten ideal guidance practices identified in the literature review. O.E.A. evaluators visited the eight sites selected for their exemplary guidance programs and spent between two and three days at each site conducting in-depth interviews with teachers, guidance, counselors, principals, agency workers, supervisors of guidance, and parents. The comments of the interviewed participants were combined with the impressions of the author to provide a picture of exemplary guidance programs.

FINDINGS

Counselor Techniques

A number of guidance techniques were common to exemplary guidance counselors: anticipating the problems of at-risk students, anticipating teachers' requests for help; taking some kind of action to achieve closure and not leave teachers

"hanging"; using a variety of guidance approaches; being knowledgeable about and reaching out to the surrounding community agencies; and acting as facilitators (identifying student and teacher problems, assembling the resources, and coordinating the individual and collective efforts of many people).

Ideal Guidance Practices

Ten ideal guidance practices relevant to contemporary urban needs were chosen from the professional literature and from consultations with guidance experts. Of the ten ideal guidance practices, eight were found to be manifest to a significant degree in schools with exemplary guidance programs. Briefly, those guidance practices emphasized: (1) early identification of children with learning and behavior problems; (2) a variety of counseling modes with the stress on small-group guidance activities for children with unmet social, emotional, and academic needs; (3) involvement of parents as recipients of guidance-related services and as contributors to programs serving children; (4) effective use of counselor time by enlisting the aid of community resource people and using preventive interventions to defuse time-consuming behavior-management problems; (5) maximizing the potential of the Pupil Personnel Committee (P.P.C.) as an effective forum for providing on-site services and facilitating the delivery of services by outside agencies to pupils and families; (6) the counselor

acting as a consultant to teachers, administrators, and the staff, emphasizing open communication and sharing; (7) the counselor acting as a facilitator of change that impacts positively on program development and on the performance and attitudes of staff; and (8) an aggressive pursuit by counselors of services and resources for students and their families through maximum utilization of community resources.

Non-Guidance Factors

The following non-guidance factors appeared to enhance the effectiveness of guidance programs:

- Administration: leadership by principals and their aides validated the importance of guidance, giving it a prominent role in the school's overall educational mission.
- Faculty: cooperative and mutually supportive staff reinforced the goals and philosophy of the school and were involved in the resolution of school-wide problems.
- District: districts provided schools with the human resources needed to target specific problem areas and expanded the pool of community-service providers.
- Community: community agencies were strongly committed to support the schools' efforts in providing alternative services for students with special needs.
- School Climate: there were signs of good school climate, such as graffiti-free buildings, a relaxed and optimistic staff, orderly behavior of pupils, and a friendly and respectful attitude toward pupils.

CONCLUSIONS

The major conclusion to be drawn from this study is that a successful guidance program is one that operates as an integral

part of a school's overall educational function. In addition, exemplary guidance programs provide a wide range of guidance services to their students, staff, and parents and serve as the fulcrum for a variety of human resources for at-risk children and their families. Successful guidance programs are supported by faculties that are responsive and willing to share in the planning and implementation of guidance functions. Successful counselors serve more children more effectively through active collaboration with community social-service professionals and provide leadership and direction in the operation of school P.P.C.'s.

RECOMMENDATIONS

Study of exemplary guidance practices suggests that a program is more successful when first priority is given to well designed small-group guidance experiences. In addition, counselors should emphasize their roles as consultant to and collaborator with classroom teachers, administrators, and other school staff, and should make increased use of carefully trained and closely supervised volunteers and social service workers. To support the guidance programs, schools should employ a systematic approach to the early identification of learning problems.

Principals should bring the counselor into their "inner cabinet" where counselors can share in schoolwide programming and decision-making, and greater initiatives should be exercised in building a strong parent constituency.

Finally, the counselors themselves stressed the need for assignment of at least one full-time counselor at every elementary school and the wisdom of providing administrative assistance to counselors to enable them to spend more time on professional functions.

"END OF DOCUMENT"